

CL CV 1550-001 :: CLASSICAL MYTHOLOGY :: SPRING 2025

[CL CV 155-001 Students please contact instructor about coursework]

This course can be used to fulfill the Gen Ed HF requirement. It also can count as credit towards majors and minors in Classics.

Meeting Times: Monday & Wednesday 11:50-1:10

Meeting Place: SW 134

FINAL EXAM: Monday, 28 April, 10:30-12:30 in SW 134

Course Description: Through a survey of Graeco-Roman mythology, students will gain a familiarity with the major myths of creation, the Olympian gods, and heroes. This survey will include consideration of how mythic narratives manifested in the daily lives of the ancient Greeks and Romans, in addition to how these narratives have been adopted and adapted by our own culture. Students will learn how to read literature and archaeological materials to study myth and gain practical knowledge of major theories of mythology. This course is taught in English.

Learning Outcomes: Through the successful completion of this course students should have acquired:

- a familiarity with the Greco-Roman gods and heroes, and the ability to recognize them and major narrative patterns in art and literature;
- an understanding of theoretical approaches to mythology and the ability to apply them to new material;
- a familiarity with primary myth sources (literature, art, and architecture) and the ability to analyze them;
- the ability to analyze modern interpretations and retellings of myths in relation to their ancient and modern contexts; and
- the ability to synthesize and present mythological narrative and theory.

Textbooks: *Classical Mythology*, 12th edition by M.P.O. Morford, R.J. Lenardon, & M. Sham. Oxford University Press, 2024. This textbook is available through Canvas as part of the Inclusive Access Program. Additional materials will be available on Canvas.

Assignments: [N.B. All written work will be processed through Turnitin.com.] Students should come to class having completed all reading assignments in advance and be prepared to engage with the material during class.

8% = 4% x 2 What is myth, etc.? - Two (2) ca. 500 word responses to questions such as what myth is and does for a culture, how myth is transmitted to audiences, what is the relationship of classical myth to our modern culture, how do we define heroism and who are our heroes? You will submit a response at the beginning of term based on your knowledge before diving into the course material, and a second response at the end of term after you have had a chance to reconsider your thoughts based on your study of classical myth this term. This will be graded on content and the coherency of your ideas, not writing mechanics.

12% Reading Quizzes - Weekly on-line, multiple choice quizzes that address material from the readings. You will have three (3) attempts at each quiz. They will open by Friday evening and stay open until the following Friday evening. The lowest two (2) quiz scores will be dropped.

20% Action Paper - A ca.5 page paper, plus illustrations, in which you create your own aetiological myth, relying on traditional characters (the Greek gods) and narrative patterns of Greek mythology. This essay will be graded on your creative, but appropriate use of the Greek gods, the coherence and consistency of your narrative, and (minimally) on your writing mechanics (be sure to proof read!).

20% Hero Poster Project - A final research project that engages with a character from Greek hero, considering how the character was represented in ancient Greek myth and in two other, subsequent historical periods. This project should rely on primary source material (textual and/or visual), and reliable, scholarly secondary sources. The final product should incorporate both text and images and should take the form of a poster (you can create and submit these on-line). Students will be asked to submit a proposal, explaining the focus of their projects and a thesis statement, and then the final poster after completing research and compiling data in a coherent and compelling fashion. Students will be provided with a list of topics to select from.

40% = 20% x 2 Exams - In class exams with multiple choice and short essay questions covering the various aspects of myth, theory, images, and primary source passages. These will be graded on the accuracy, content, and thoroughness of your responses. Exams will not be cumulative.

Extra Credit Opportunities - there will be at least two (2) opportunities to earn substantial extra credit over the course of the semester.

Assignment Due Dates:

- Friday, January 10th - What is Myth? - Part One Due on-line
- Every Friday starting the second week - On-line Reading Quizzes
- Wednesday, February 19th - Action Paper Due on-line
- Wednesday, March 5th - Midterm Exam in class (n.b. exams cannot be taken early)
- Wednesday, March 26th - Hero Poster Proposal Due on-line
- Monday, April 21st - What is Myth? - Part Two Due on-line
- Monday, April 28th, 10:30-12:30 - Final Exam in class (n.b. exams cannot be taken early)
- Wednesday, April 30th - Final Hero Poster Due on-line

Grading Scale: A: 94-100, A-: 90-93, B+: 87-89, B: 83-86, B-: 80-82, C+: 77-79, C: 73-76, C-: 70-72, D+: 67-69, D: 63-66, D-: 60-62, E: 0-59. **CR/NC grades - Undergrad. CR: 70-100, NC: 0-69** [n.b. if this class is required for your major/minor you cannot use it to fulfill your degree requirements if you opt for CR/NC grading.].

Late Submission for Assignments: You should make every effort to submit your assignments on time, so that you do not get bogged down with a backlog of work. If you encounter some difficulty in getting an assignment turned in within a reasonable amount of time in relation to the due date, please contact me ASAP, so we can make a plan to help you get the work finished. Excessively late work which has not been approved by the instructor may lose up to 25% of its points.

Class Etiquette: Our time in class is intended for learning about and discussing classical mythology. It is the responsibility of each person in the course to make a positive and relevant contribution, and to respect the opinions and ideas expressed by fellow classmates and the instructor. In order to foster a positive academic atmosphere, please keep these basic classroom guidelines in mind as you attend class: 1) Stay focused our topic; avoid private conversations, working on other courses, other online distractions, etc. 2) Avoid creating distractions for others; come to class on time, stay through the class meeting; avoid distracting screen behaviors; and private conversations.

University of Utah Policies & Resources

The Americans with Disabilities Act: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access. Beginning 8/5, all student appointments will be virtual while they move into a new location in the Student Services Building (SSB). Their temporary office during the move is in SSB, Basement Level, Room 65. For any questions call (801) 581-5020. CDS will work with you and the instructor to make

arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access. Website: <https://disability.utah.edu/>. Accommodation Policy (see Section Q): <http://regulations.utah.edu/academics/6-100.php>.

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should not be made publicly available. In addition, recordings should be destroyed at the conclusion of the course.

University Safety Statement: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu>.

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 383 South University Street, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Campus Wellness, 426 SSB, 801-581-7776, or via <https://www.wellness.utah.edu/>. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Lauren's Promise: Lauren's Promise is a vow that anyone – faculty, staff, students, parents, and community members – can take to indicate to others that they represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking. Anyone who makes Lauren's Promise vows to: 1.) listen to and believe those individuals who are being threatened or experiencing sexual assault, dating violence or stalking; 2.) represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking; and 3.) change campus culture that responds poorly to dating violence and stalking. By making Lauren's Promise, individuals are helping to change campus cultures that respond poorly to dating violence and stalking throughout the nation.

Academic Misconduct Statement: It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>

Drop/Withdrawal Policies: Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.

- Last day to add without a permission code **Friday, January 10**
- Last day to wait list **Friday, January 10**
- Last day to add, drop (delete), elect CR/NC, or audit classes **Friday, January 17**

- Last day to withdraw from classes **Friday, February 28**
- Last day to reverse CR/NC option **Friday, April 18**

Supports for Students: Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you. Please refer to the Student Affairs website (<https://studentaffairs.utah.edu/>) for updated information.

Basic Needs Student Support Statement: Success at The University of Utah includes learning about and using available resources. The Basic Needs Collective (BNC) is a coordinated resource referral hub. They educate about and connect students to campus and community resources to help them meet their basic needs. As a central location for resource referrals related to food, housing, health insurance, managing finances, legal services, mental health, etc., any student experiencing difficulty with basic needs is encouraged to contact them. Drop into their office located in the Union basement or schedule with them online for an in-person or virtual visit through their webpage: <https://basicneeds.utah.edu/>.

Resources for Learners of English: If you are an English language learner, as a second/additional language, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<https://writingcenter.utah.edu/>); the Writing Program (<https://writing-program.utah.edu/>); the English Language Institute (<https://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

Veterans Center: If you are a student veteran, the University of Utah has a Veterans Support Center located in Room 418 in the Olpin Union Building. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

Center for Campus Wellness: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Campus Wellness at <https://www.wellness.utah.edu> or 801-581-7776.

Student Success Advocates: Student Success Advocates have a holistic, individual, and mobile approach to helping you be successful at the U. If you are having trouble managing your time, figuring out financial aid, finding health resources, or any number of other issues, the Advocates can help you find the resources you need. Website: www.ssa.utah.edu.